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ABSTRACT

A group of classroom activities to develop oral Japanese skills at the high school level are described, with illustrations and, in some cases, student worksheets. The activities include: (1) a game for determining the appropriate referent for an adjective; (2) a paired-student activity in which students match individuals with characteristics; (3) a board game, with cue cards and answer cards provided; (4) a game in which students find a classmate who has a specific characteristic; (5) a personal oral interview exercise; and (6) a game for discovering shared interests. A list of additional resources for oral activities appropriate to the high school classroom is appended. (MSE)

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ED 379 934

# Oral Activities for the High School Japanese Language Classroom

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**ACTFL '94** (Atlanta, Georgia, Nov. 18, 1994)

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## Introduction To the Packet

Anyone who has taught high school realizes the importance of including a variety of activities in the classroom. Many high school students are not willingly to do long sequences of teacher-led drill sessions. They enjoy having frequent chances for student-to-student interaction, which gives them a chance to use the language without having to fear making mistakes in front of the entire class. Moreover, if we as teachers are indeed striving to improve our students' ability to use the language for communication, we must provide opportunities for information to be exchanged in the classroom.

The activities in this packet are my adaptations and variations on ideas I have picked up at workshops, in coursework, and in the literature. These oral activities are student-centered, involving pairs, small groups, or the milling of students around an entire class. The activities are highly structured, as is necessary at the early levels of learning; but most also involve simple communicative interchange.[1]

It is important, I feel, to provide lots of time for speaking practice in class. Students can do much of their writing practice outside of class, but in general students' speaking opportunities are mostly limited to the classroom. Students must realize that their teacher places great importance on the oral language. Although it may be impossible to have frequent speaking tests in large classes, many quizzes and tests should still involve listening. Moreover, oral participation in class should compose a major part of each student's grade, and students should be made aware of this fact.

Finally, I would note that activities such as the ones presented here should be integrated into the overall lessons, not just introduced haphazardly. In many cases, careful preparation for the activity will be needed to make sure that the students will have the language ability to carry out the tasks well in their small groups. Once the activities have been set up, the teacher is free to stand back, circulate, and help out--or in the case of the milling activities at the back of the packet, take part as one of the participants.

[1]The exception is the board game, which provides a fun, student-centered way for students to get additional meaningful practice on difficult structures. Student teams must correctly complete a mini-dialog exchange in order to advance. Because whenever a team pulls a cue card the other team pulls an answer card to check what the other team says, grammatical accuracy can be carefully monitored in small group work even when the teacher is on the other side of the room. By making new question and check cards and an appropriate instruction card (on the middle of the gameboard), the teacher can easily use the same gameboard as a change of pace activity several times during the year. Communicative tasks can also placed on the cue cards, though this may sometimes affect how well the other team can check accuracy.

(Note that if the locations marked ～つ戻る result in any net advancement for the students, they must successfully carry out the mini-exchange or return to the location they rolled from. Teachers may prefer to have the locations marked 一回休む interpreted to mean that students return to their location before rolling and forfeit only that current attempt.)

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# BATTLESHIP: い- and な-Type Adjectives

**Cliff Darnall**, Elk Grove H.S. (IL) copyright 1994 Illustrated by Ayano Tamura **ACTFL '94**

(Source of Battleship idea: Teachers' Manual to Japanese Now, Vol. 1, by E. Sato et. al.U. of Hawaii Press)

DIRECTIONS: First choose eight squares below for which you will say that the left-hand adjective applies to the noun, and mark those eight squares on your paper. Do not let your opponent see which ones you marked. Do ジャンケンポン to decide who goes first. If you ask your partner a question and he/she answers affirmatively ("yes"), you get a point and get to ask again. If he answers in the negative, you lose your turn. (If the partner does not complete the negative answer, your turn continues.)

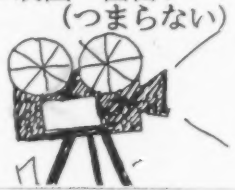
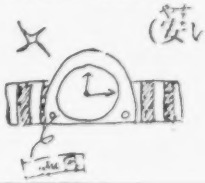
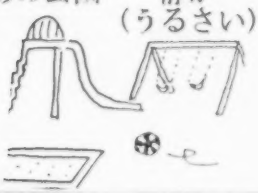
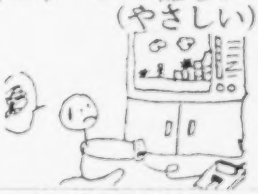
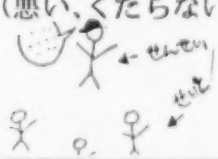
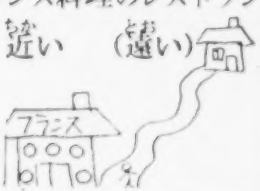
Roleplay adult acquaintances for the first part of the game. The teacher will have you switch to infor mal style later. Be sure to include the necessary particles when you speak. Use the patterns below:

Sample with い-type Adjective: その車(くるま) 高(たか)い (安(やす)い)。

| | | |
|---|---|---|
| ->Question: | その車は高いですか。 | その車（は）、高い？ |
| -> If yes: | ええ、高いです（よ）。 | うん、高い（よ）。 |
| -> If no: | いいえ、高くないです（よ）。安いです。 | ううん、高くない（よ）。安い。 |

Sample with な-type Adjective: 真理(まり)さんの部屋(へや) 静(しず)か (うるさい)

| | | |
|---|---|---|
| ->Qu.: | 真理さんの部屋は静かですか。 | 真理さんの部屋（は）、静か？ |
| ->If Y: | ええ、静かです（よ）。 | うん、静か（だ）（よ）。 |
| ->If N: | いいえ、静かじゃないです(よ)。うるさいです。 | ううん、静かじゃない(よ)。うるさい。 |

| | | | |
|---|---|---|---|
| あの丘 高い (低い) | あの映画 面白い (つまらない)  | 鈴木さんの学校 大きい (小さい) | その時計 高い (安い)  |
| そのかばん 軽い (重い) | そのココア 熱い (ぬるい) | プールの水 温かい (冷たい) | あの湖 きれい (汚い) |
| あの公園 静か (うるさい)  | あの店 便利 (不便) | その宿題 長い (短い) | そのゲーム 難しい (やさしい)  |
| 田中さんの自転車 新しい (古い) | 先生の冗談 いい (悪い、くだらない)  | そのケーキ おいしい (まずい) | フランス料理のレストラン 近い (遠い)  |

**"Who's The Person Who's...An Information Gap Activity** **Card A**

Presented at ACTFL '94 名前：_____

Cliff Darnall, Elk Grove High School (IL), copyright 1994
Illustrations by Tasuku Iizuka, Takako Takayanagi, Ayano Tamura and Shinobu Itoh

You know who half of the people in the pictures are. Your partner knows who the other is. Use Japanese to find out who the people you don't know are. Roleplay adult acquaintances for the first 4 people on each side, high school students for the others.

Formal-level interaction:
S1:すみません、～ている人は誰(だれ)ですか。S2: _さんです（よ）。

Informal-level interaction:
S1: あのう／ね、～ている人は誰(だれ)？ S2: _さん（だ）（よ）。

**"Who's The Person Who's...An Information Gap Activity** **Card B**

Presented at ACTFL '94 名前：_____

Cliff Darnall, Elk Grove High School (IL), copyright 1994
Illustrations by Tasuku Iizuka, Takako Takayanagi, Ayano Tamura and Shinobu Itoh

You know who half of the people in the pictures are. Your partner knows who the other is. Use Japanese to find out who the people you don't know are. Roleplay adult acquaintances for the first 4 people on each side, high school students for the others.

Formal-level interaction:
S1:すみません、～ている人は誰(だれ)ですか。S2: _さんです（よ）。

Informal-level interaction:
S1: あのう／ね、～ている人は誰(だれ)？ S2: _さん（だ）（よ）。

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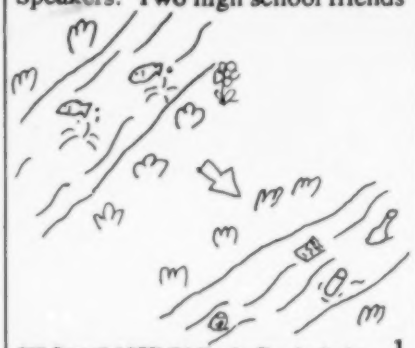
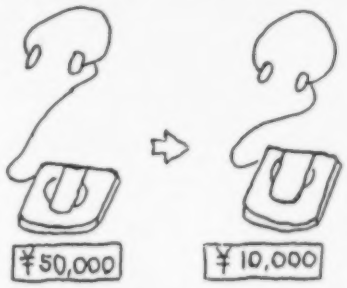
**GAME BOARD ACTIVITY CUE CARDS** Cliff Darnall, Elk Grove H.S. (IL) copyright 1994
Copy these off on cardstock and place the number of each card on the back. (Illustrations by Tasuku Iizuka.)

Speakers: Two high school friends



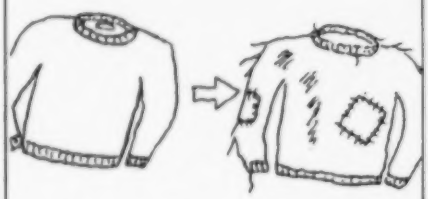
Cliff Darnall ACTFL'94 Illus.by Tasuku Iizuka 1

Speakers: Two family members



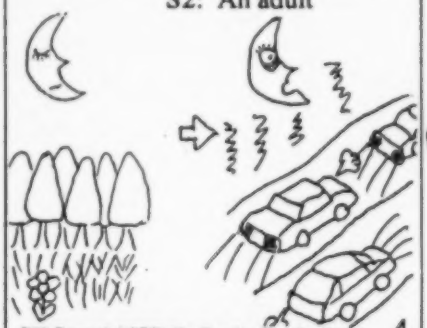

Cliff Darnall ACTFL'94 Illus.by Tasuku Iizuka 2

Speakers: S1: A h.s. student
S2: An adult



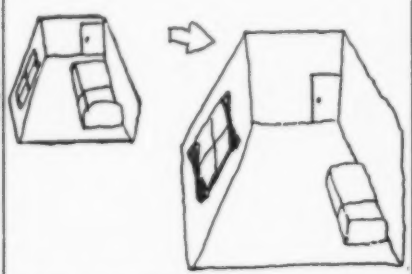
Cliff Darnall ACTFL'94 Illus.by Tasuku Iizuka 3

Speakers: S1: A h.s. student
S2: An adult



Cliff Darnall ACTFL'94 Illus.by Tasuku Iizuka 4

Speakers: Two high school friends

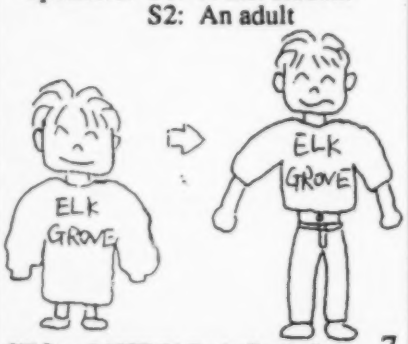


Cliff Darnall ACTFL'94 Illus.by Tasuku Iizuka 5

Speakers: Two family members

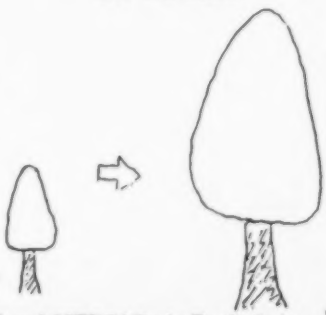
Cliff Darnall ACTFL'94 Illus.by Tasuku Iizuka 6

Speakers: S1: A h.s. student
S2: An adult



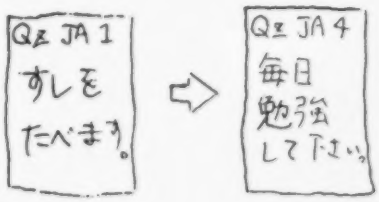

Cliff Darnall ACTFL'94 Illus.by Tasuku Iizuka 7

Speakers: S1: A h.s. student
S2: An adult



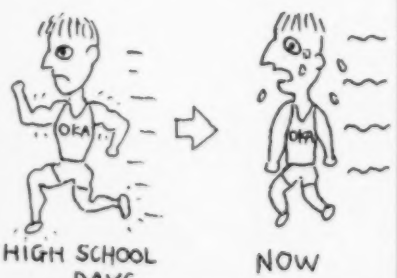
Cliff Darnall ACTFL'94 Illus.by Tasuku Iizuka 8

Speakers: Two high school friends



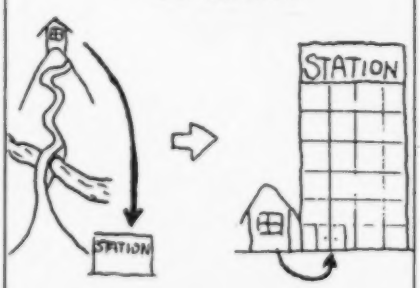

Cliff Darnall ACTFL'94 Illus.by Tasuku Iizuka 9

Speakers: Two family members



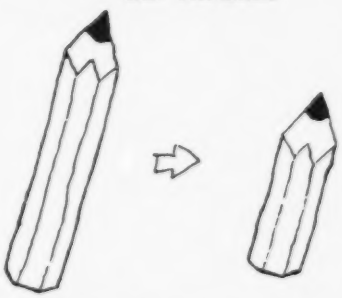

Cliff Darnall ACTFL'94 Illus.by Tasuku Iizuka 10

Speakers: S1: A h.s. student
S2: An adult

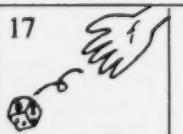



Cliff Darnall ACTFL'94 Illus.by Tasuku Iizuka 11

Speakers: S1: A h.s. student
S2: An adult



Cliff Darnall ACTFL'94 Illus.by Tasuku Iizuka 12

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| スタート -> | 1 | 2 | 3 | 4 2つ戻る | 5 3つ進む | 6 | 7 | 8 | 9 スタートに戻る |
| 28 | 29 スタートに戻る | 30 | 31 | 32 | 33 | 34 2回休む | 35 | | 10 |
| 27 3つ進む | | | | | | | ゴール！ おめでとう！ | | 11 |
| 26 | | | | | | | | | 12 3つ進む |
| 25 | | | | | | | | | 13 |
| 24 一回休む | 23 | 22 | 21 2つ進む | 20 | 19 スタートに戻る | 18 | 17  もう一回 | 16 | 14 一回休む 15 |

## ゲームボード・アクティビティー

by Cliff Darnall, Elk Grove High School (IL), copyright 1994. Presented at ACTFL '94
Illustrations by Tasuku Iizuka and Takeshi Fukui and Enzan-hoshigumi Co. (Japanese Clip Art 2). Thanks also to Shiro Watanabe.

**HERE'S WHAT TO SAY:**

**(The speakers and situations are indicated on the cards.)**

**SPEAKER #1 comments how it was before, asking for agreement at end.**

**SPEAKER #2 agrees, but says it has now become the opposite and asks for agreement.**

## ANSWER CARDS FOR GAME BOARD ACTIVITY

By Cliff Darnall, Elk Grove High School (IL), c. 1994 (W/ thanks to Shiro Watanabe and Tasuku Iizuka.) ACTFL '94

Copy these cards off on cardstock and place the number of the card on the reverse side. When the team whose turn it is picks up a cue card to produce the mini-dialogue, the opposing team picks up the answer card with the same number and checks for accuracy. This way, the teacher does not need to "be with every group at once."

| | | |
|---|---|---|
| 1.<br>S1: 前は、きれいだったね。<br>S2: うん、でも今は、汚くなったね。 | 2.<br>S1: 前は、高かったね。<br>S2: うん、でも今は、安くなったね。 | 3.<br>S1: 前は、新しかったですね。<br>S2: {ええ / うん}、でも今は、古く{なりました / なった}ね。 |
| 4.<br>S1: 前は、静かでしたね。<br>S2: {ええ / うん}、でも今は、うるさく{なりました / なった}ね。 | 5.<br>S1: 前は、狭かったね。<br>S2: うん、でも今は、広くなったね。 | 6.<br>S1: 前は、不便だったね。<br>S2: うん、でも今は、便利になったね。 |
| 7.<br>S1: 前は、大きかったですね。<br>S2: {ええ / うん}、でも今は、小さく{なりました / なった}ね。 | 8.<br>S1: 前は、低かったですね。<br>S2: {ええ / うん}、でも今は、高く{なりました / なった}ね。 | 9.<br>S1: 前は、やさしかったね。<br>S2: うん、でも今は、難しくなったね。 |
| 10.<br>S1: 前は、速かったね。<br>S2: うん、でも今は、遅くなったね。 | 11.<br>S1: 前は、遠かったですね。<br>S2: {ええ / うん}、でも今は、近く{なりました / なった}ね。 | 12.<br>S1: 前は、長かったですね。<br>S2: {ええ / うん}、でも今は、短く{なりました / なった}ね。 |

# FIND SOMEONE FOR WHOM ... IS TRUE

名前：_____

Cliff Darnall, Elk Grove High School (IL), ACTFL '94
With thanks to Takeshi Fukui and Shiro Watanabe.

Use Japanese to find someone for whom each of the following is true.

EXAMPLE: _____さんはこの学校に兄弟がいる。*

-> Question: _____さん、この学校に兄弟がいる？*

- Yes Answer: --うん、いる。* (-> Have the person write name in Japanese in blank.)
- No Answer: --ううん、いない。* (->Try a different question.)

* Of course, change to formal (distal) style when speaking to an adult in the classroom.

1. _____さんは大学に行っているお兄さんがいる。 (名前： 歳： )
2. _____さんは大学に行っているお姉さんがいる。 (名前： 歳： )
3. _____さんは二つのスポーツ部に入っている。 (どんなスポーツ？ )
4. _____さんは三つのスポーツ部に入っている。 (どんなスポーツ？ )
5. _____さんは日本に行ったことがある。 (いつ？ )
6. _____さんは日本に行きたい。 (いつ？ )
7. _____さんは大学で日本語を勉強するつもり（だ）。 (どの大学？ )
8. _____さんは他の外国語を勉強している。 (何語？ )
9. _____さんはホワイトソックスよりカブスのほうが好き（だ）。
10. _____さんはフットボールよりバスケットのほうが好き（だ）。
11. _____さんは自分の部屋に電話がある。 (自分で払う？ )
12. _____さんは自分の部屋にテレビがある。 (自分で買った？ )
13. _____さんはアルバイトをしている。 (どこで? )
14. _____さんは車をもっている。 (自分で買った？ )
15. _____さんは東海岸の大学に行きたい。 (どの大学： )
16. _____さんはイリノイ出身じゃない。 (出身はどこ？ )

Note to Teacher: The cues can be placed on a bingo grid instead, resulting in an activity called "People Bingo." ( Both "Find Someone Who..." and "People Bingo" have been used by foreign language and ESL teachers for years.) Questions can be made to focus on a particular structure or structures or can review several structures (as above). I believe it is important to try to get students to ask follow-up questions and thus have added the additional blanks to the right of most questions.)

## Personal Info. Oral Interview Activity

Cliff Darnall, Elk Grove High School (IL), copyright 1994

名前:_____

Presented at ACTFL '94

You will receive a card showing who you are to pretend to be. All of you will be high school students, but you will use the formal style because it is the first time you have met each other, especially since you're from different schools. Interview students in your group to complete this chart. For each person, find the name of the chart with his or her last name, then fill in the person's first name, the person's age, where his or her home is (use a letter from the map), and the name (number) of his/her school.

Name: _____ Tanaka
Age: ___ Home:____ Schl:___

Name: _____ Suzuki
Age: ___ Home:____ Schl:___

Name: _____ Morizaki
Age: ___ Home:____ Schl:___

Name: _____ Yamakawa
Age: ___ Home:____ Schl:___

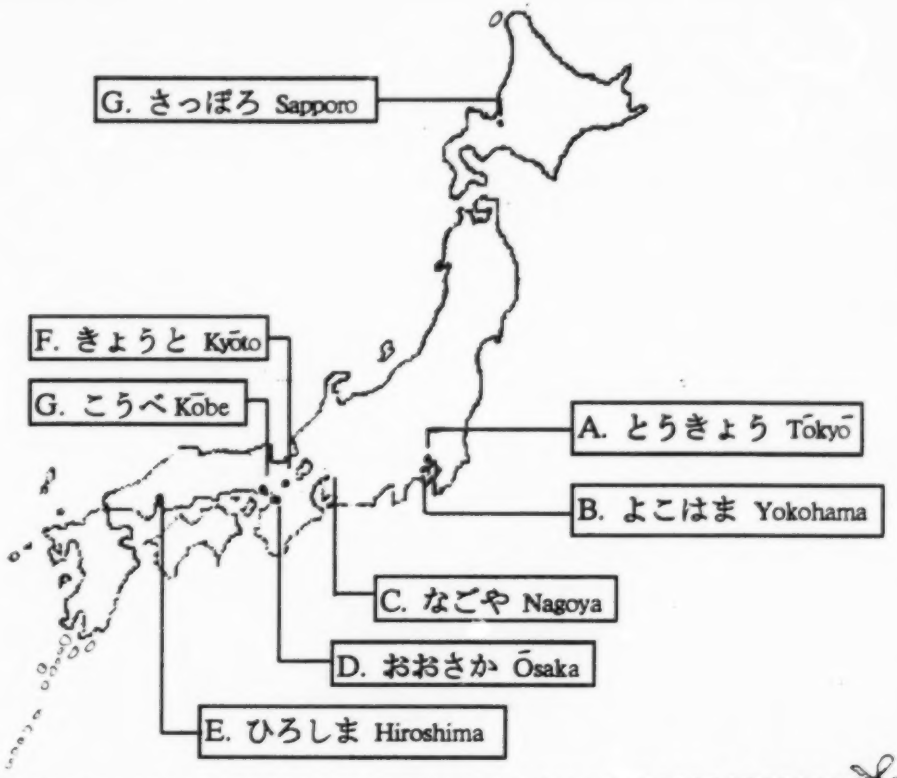
Name: _____ Kobayashi
Age: ___ Home:____ Schl:___

Name: _____ Matsuo
Age: ___ Home:____ Schl:___

Name: _____ Itō
Age: ___ Home:____ Schl:___

Name: _____ Watanabe
Age: ___ Home:____ Schl:___

Name: _____ Iizuka
Age: ___ Home:____ Schl:___




cut!

YOUR ROLE:
Family name: Tanaka
Given name: Haruki (M) or Haruko (F)
Age: 15 years old
Home: Ōsaka
School #8 High School

YOUR ROLE:
Family name: Yamakawa
Given name: Masashi (M) or Masako (F)
Age: 16 years old
Home: Kōbe
School #3 High School

YOUR ROLE:
Family name: Itō
Given name: Kiyoshi (M) or Shinobu (F)
Age: 17 years old
Home: Hiroshima
School #2 High School

YOUR ROLE:
Family name: Suzuki
Given name: Yukio (M) or Yukiko (F)
Age: 15 years old
Home: Yokohama
School #4 High School

YOUR ROLE:
Family name: Kobayashi
Given name: Hideki (M) or Miho (F)
Age: 15 years old
Home: Nagoya
School #7 High School

YOUR ROLE:
Family name: Watanabe
Given name: Haruki (M) or Ayano (F)
Age: 18 years old
Home: Tōkyō
School #1 High School

YOUR ROLE:
Family name: Morizaki
Given name: Makoto (M) or Megumi (F)
Age: 17 years old
Home: Sapporo
School #10 High School

YOUR ROLE:
Family name: Matsuo
Given name: Masahiro (M) or Kayoko (F)
Age: 15 years old
Home: Kyōto
School #9 High School

YOUR ROLE:
Family name: Iizuka
Given name: Yasuhiro (M) or Yasuko (F)
Age: 17 years old
Home: Tōkyō
School #1 High School

Note to the Teacher: First review appropriate questions and answers. Then break the class into groups of 9. (For smaller groups, use fewer cards.) Each student in a given group gets a map (top section of page) and one of the roleplay cards from the bottom of the page. (Of course, additional information can be added to the cards if desired. Once students are comfortable reading *hiragana*, the information can be written in *hiragana* or *kanji* with *furigana*.)

# FIND YOUR PERFECT MATCH

by **Cliff Darnall**, Elk Grove High School (IL), copyright 1991,1994 ACTFL '94
(Drawings by Shinobu Itoh, Takako Takayanagi, Ayano Tamura and Tasuku Iizuka This game an adaptation of an activity presented by Hiroyo Demers at a University of Illinois/Center for the Improvement of the Teaching of Japanese Workshop.)

For each indicated time period, circle the activity of your choice from the options given. Do not show anyone your card. Your goal is to use Japanese to find others who match or nearly match your choices. Assume your are talking to a high school student you have just met, so you might still be using the formal style.

The conversation should proceed as follows :

A: B－さん、TIME WORD、なにを　しますか？

B: ～ます。A－さんは？

A: {わたし / ぼく}{も / は}、～ます。

Use this one if you had chosen the same activity.

Use this one if you had chosen the other activity

Then reverse roles to carry on the conversation concerning the next time period. You might use じゃ or それじゃ to start later parts of the conversation. Talk about all four periods with the same partner. Then each of you should give yourselves the following number of points, depending on how many times you matched, and find a new partner.

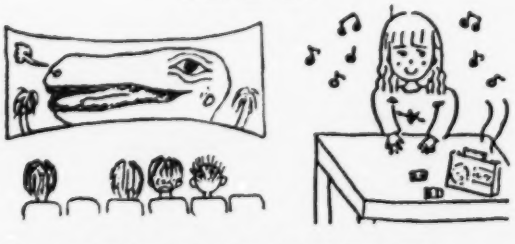
SCORING TABLE:
- 6 points for a perfect match of answers
- 4 points if you matched on three activities
- 2 points if you matched on two activities
- 1 point if you matched on one activity
- 3 points if you matched on no activities

| NAME OF PARTNER | POINTS |
|---|---|
| | |
| | |
| | |
| | |
| | |
| TOTAL POINTS: | |

（これから）

（こんばん）

（あした）



（あさって）

(Note: Transitional writing style is being used.)

Cliff Darnall, Elk Grove High School (IL), ACTFL '94

# SOME RESOURCES FOR ORAL-ACTIVITIES IN THE HIGH SCHOOL CLASSROOM

**Two Key Background References:**

Omaggio, Alice C. 1986. *Teaching Language in Context: Proficiency-Oriented Instruction.* Boston: Heinle & Heinle Publishers.

Unger, J. Marshall, Fred Lorish, Mari Noda, and Yasuko Wada. 1993. *A Framework for Introductory Japanese Language Curricula in American High Schools and Colleges* . Washington, D.C.: National Foreign Language Center

**Oral-Based Supplementary Student Texts I Use at Elk Grove High School:**

Motohashi, Fujiko and Satoko Hayashi. 1989. *24 Tasks for Basic Modern Japanese, Vol. 1.* Tokyo: The Japan Times.

Motohashi, Fujiko. 1990. *24 Tasks for Basic Modern Japanese, Vol. 1.* Tokyo: The Japan Times.

村野良子・谷道まや, 1988,『絵とタスクで学ぶ日本語』 凡人社

**Some Other Sources Of Oral Activities:**

Colburn, Jean H. 1989. *Let's Talk Cards.* Reading, MA: Addison Wesley Publishing Company.

McGinnis, Scott, Mineharu Nakayama, and Tao-chung Yao. 1992. *Let's Play Games in Japanese.* Lincolnwood, IL: National Textbook Company.

CAGの会編, 1993,『日本語コミュニケーションゲーム８０ (80 Communication Games for Japanese Language Teachers)』 The Japan Times。 [☞ Contains useful bibliography on p. 223.]

栗山昌子・市丸恭子, 1993,『初級日本語ドリルとしてのゲーム教材５０ (50 Games for Drills in Learning Japanese)』アルク。 [☞ Contains useful bibliography on p. 101.]

水谷信子, 1993,『日本語スキット集 (Teaching Japanese: Elementary Practice Skits)』 The Japan Times。

**Also check:**

- Various back and current issues of the *Newsletter of the Japanese Language Teachers Network* (c/o Center for the Improvement of the Teaching of Japanese Language and Culture in the High School, University High School, 1212 W. Springfield, Urbana, IL 61801)
- Teachers editions and student texts and workbooks of your text and other texts
- Teachers editions, student texts, and supplementary activities resources for ESL and other languages, including Yorkey, Richard. 1985. *Talk-A-Tivities.* Reading, MA: Addison-Wesley
- Publishers' displays here at ACTFL '94